

California Commission on Teacher Credentialing

Competitive Grant Proposal
For
Paraprofessional Teacher Training Programs
2007-2008

Helping School Districts Address the Demand for Credentialed Teachers

Who Should Apply?

Any district that has difficulty finding fully credentialed teachers, and has the capacity to train paraprofessionals to become teachers should consider responding to the grant application.

The Competitive Grant Proposal described below is designed for applicants who are not currently receiving a California School Paraprofessional Teacher Training Grant (PTTP).

Grant awards are contingent on funds appropriated by the 2007-08 Budget Act and will be based on the quality of the application in meeting California Commission on Teacher Credentialing (Commission) grant conditions.

Programs that have successfully competed for and received funds through a previous PTTP funding proposal and want to amend or expand their programs should use the Re-application for Continued Funding that will be distributed to continuing projects under separate cover.

California Commission on Teacher Credentialing

California School Paraprofessional Teacher Training Program

Competitive Grant Proposal

Section I

Background and General Information

The California Commission on Teacher Credentialing (Commission) is responsible for administering incentive funding for the California School Paraprofessional Teacher Training Program (Program) pursuant to Article 12 (commencing with Section 44390) of the Education Code. This program provides funds to support local efforts to create career ladders that develop and prepare paraprofessionals to become teachers for California public school classrooms.

Purpose of the Grant

The Program was established for the purpose of recruiting school paraprofessionals to participate in a program designed to encourage them to enroll in teacher training programs and provide instructional service as fully credentialed teachers. The programs are operated by a school district or county office of education and are designed to provide a professional development and support system leading to completion of a bachelor's degree and, ultimately, a teaching credential (Education Code §44393). These programs help school districts meet the demand for credentialed teachers and enable the teaching profession to recruit talented individuals, in addition to college students, from school paraprofessionals to address geographic and subject matter shortage areas.

The Program offers professional development, support, and financial assistance leading to a preliminary or Level I teaching credential. The Program is intended to attract paraprofessionals who are enrolled in, who have been enrolled in, or would be interested in enrolling in, a teacher training program leading to a teaching credential if financial assistance is provided. Paraprofessionals provide valuable instructional services to public school pupils. A program to enhance instructional competencies and to prepare school paraprofessionals to become teachers results in improved services in terms of their role in the instructional program in the classroom.

The California School Paraprofessional Teacher Training Program was initially established in 1990 by Senate Bill 1636 (Roberti, Chapter 144, Statutes of 1990) and subsequently modified in 1992 by follow-up legislation under SB 862 (Roberti, Chapter 1220, Statutes of 1991). In 1997, the program was re-authorized as the "California School Paraprofessional Teacher Training

Program" under the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997 (Education Code Sections 44390-44393).

The funds available through this Competitive Grant Process (CGP) process may be used to support the cost of operating local paraprofessional programs. The Commission allocates up to \$3,500 per participant per year to qualified program sponsors for the purposes of supplementing books, fees and tuition while attending an institution of higher education under the program. Education Code §44393 requires that each paraprofessional will complete certification requirements as identified in subsection 44393(d)(2) and makes a commitment to complete one year of classroom instruction for each year of support received through the program. The Program is a reimbursement program. Therefore, Education Code Section 44393(d)(3) requires repayment of the financial assistance received through the program if a participant fails to earn a teaching credential and fulfill the certificated classroom service requirement identified in subsection 44393(d)(2). To satisfy the commitment requirements included in law all participating paraprofessionals must complete an annual Participant Commitment and Agreement Form for continued participation in the program. A sample of the Form can be found in Appendix C.

Eligibility to Receive Funding

School districts or county offices of education may apply for Program funds to create or operate a paraprofessional program that prepares multiple subject, single subject, and education specialist credential teachers. Local assistance funds allocated to paraprofessional programs are subject to the limits established by Proposition 98. Accordingly, each proposal must identify a Local Education Agencies (LEAs) that will serve as the fiscal agent for the grant. All program sponsors and co-sponsors are encouraged to provide in-kind support.

LEAs are encouraged to form consortia with other districts within your county. Consortia are a particularly good approach for small or geographically isolated districts that may not be able to develop programs based solely on their own human and fiscal resources.

Definitions of Terms Used in this CGP

Definitions can be found in Education Code section 44392 and include the following:

Institutions of Higher Education (IHE): means the California Community Colleges, the California State University, the University of California, and private institutions of higher education that offer accredited teacher training programs.

Program: means the California School Paraprofessional Teacher Training Program established pursuant to Education Code section 44393.

Teaching paraprofessionals, School paraprofessionals, Educational paraprofessionals: means the following job classifications: educational aide, special education aide, special education assistant, teacher associate, teacher assistant, teacher aide, pupil service aide, library aide, child development aide, child development assistant, and physical education aide.

Teacher Training Program: means any undergraduate or graduate program of instruction conducted by a campus of an institution of higher education that includes a developmentally sequenced career ladder to provide instruction, coursework, and clearly defined tasks for each level of the ladder, and that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

Eligibility Requirements for Participants of the Program

To be eligible to participate in the Program the candidate must be a classified employee of the district or county office of education. Education Code section 44392 identifies eligible job classifications. Participants must have approximately equal academic experience and qualifications and must be organized in cohorts as described in subsection 44393(d)(1).

The Proposal

Proposals will be evaluated using selection criteria specified in Education Code section 44393(b), using a point system described in “Selection Criteria” of this Section. Contingent on the appropriation of funds in the 2007-08 Budget Act for this purpose, grants will be awarded to successful applicants who achieve a minimum score of 140, satisfactorily answering questions posed by the review team *and* meet the terms and conditions specified in Appendix C.

Pursuant to Education Code section 44393, the Commission has established criteria for selecting grant applications to be funded. The selection criteria addresses the statutory criteria outlined in Education Code section 44393; capacity and willingness to accommodate participants, participation of institutions of higher education, demonstration of need, and participation in a district or university internship program. Applicants should respond to each issue in the boxes provided. Applicants are encouraged to submit supporting documentation that expands upon the responses to the criteria.

Selection Criteria

The following scoring key will be used to score the competitive standing of an application.

1	Program Design and Demonstration of Need	40 points
2	Cohort Groups	30 points
3	Collaboration and Articulation with Institutions Of Higher Education	20 points
4	Support for Participating Paraprofessionals	40 points
5	Career Ladders	20 points
6	Participation in an Internship Program	20 points
7	Cost Effectiveness and Budget	30 points
8	Competitive preference for Geographic location (optional)	10 points
	Total Points Available	210points

It is important that all areas of the state that are experiencing shortages of teachers have access to grant funds. Therefore, this CGP includes funding criteria related to geographic distribution of recipients. Competitive preference (10 additional points) will be given to applications from districts or consortia of districts from regions of the state that have not participated in the Program in the past.

The Commission website has a page that will allow anyone to see all the state sponsored Teacher Development and Preparation Programs that are operating within a school district. (<https://info.ctc.ca.gov/fmi/xsl/Programs/home.xsl>). By selecting a county, and then the school district within that county, a list will be generated of all Paraprofessional, Intern, and Beginning Teacher Support Assessment programs that are working to prepare teachers within that school district.

In order to determine if you qualify for this preference, applicants must provide a list of all districts that will participate in the proposed program within your county.

Section II

Criteria for Selection of Successful Grants

This section allows you to answer each of the questions presented in relation to the Criterion identified and is available on the Commission website at www.ctc.ca.gov/para for you to download. The format allows you to pull the electronic version of this section from the website and answer each of the questions by placing your cursor in the boxes that follow and typing your answer. The box will expand to include all of your answer. If you have questions about how to do this, or are having trouble with the format, please contact Marilyn Fairgood, Professional Services Division, at mfairgood@ctc.ca.gov or 916-445-3223.

Criterion 1: Program Design and Demonstration of Need (40 points)

A strong program design will directly address local needs for fully credentialed teachers. Please identify those areas of need in your program in your proposal. When identifying the leadership of your program, include those individuals from co-sponsoring organizations who will assist in program development and implementation, as well as individuals from the lead agency who will be responsible for program administration. Please answer the following questions.

Name of Proposed Paraprofessional Program:

Certification goals of participants to be served by the Program:

- ☐ Multiple Subject ☐ Multiple Subject with a Bilingual Authorization
☐ Single Subject ☐ Single Subject with a Bilingual Authorization
☐ Education Specialist in _____

Appendix A contains the required forms to identify program partners. They are the Lead Sponsor Cover Sheet, and the Co-Sponsor Sheet. Please complete the Lead Sponsor Cover Sheet and one Co-Sponsor Sheet for each co-sponsor. The Co-Sponsor Sheets should act as an agreement between the Lead Agency and the Co-Sponsor and identifies the contacts for the Commission.

Please respond to each of the items below in the boxes provided.

1. Identify the specific district and/or regional needs in detail that will be met by the program.

2. List each participating LEA and university and describe their roles (Please attach a separate sheet of paper if you have a long list. You should include a Lead Sponsor Cover Sheet and Co-Sponsor Sheets for each partner.) Identify the person(s) responsible for

program leadership and ongoing program operation including the FTE they will participate in the program. Please add additional lines as necessary.

	Name Of Organization	Contact Individual For The Organization
Lead-Sponsor Organization		
Fiscal Agent		
Co-Sponsors		

3. Describe any special features or focus of the program: e.g., training of special education teachers only, special IHE programs developed especially for cohorts of paraprofessionals, assessment and evaluation of the extent to which academic credit can be awarded for certain types of participants' prior work experiences, intensive summer sessions, evening courses offered off-site and distance learning.

4. Describe the ways in which your multi-year plan and program design both meet the academic needs of the paraprofessionals and facilitate the goal of producing teachers for California's classrooms.

5. Describe options explored to minimize the time needed to complete an undergraduate degree, to the extent academically feasible, for all participants: e.g., intensive summer sessions, coupled with monthly weekend sessions to enable participants to complete significant portions of their undergraduate requirements.

6. Are you requesting consideration for the additional points given to meet a geographic need? (See Section I, Selection Criteria, page 4) If so, describe the need.

Project Staffing. The LEA project management team is an important element for program success. A team, including staff from each of the participating agencies, should include high-ranking professionals who are authorized to negotiate and make decisions on behalf of their institutions. Other responsibilities might be filled by a non-certificated administrator, a re-directed paraprofessional, or a teacher on administrative assignment. Please describe the administrative and developmental activities that each agency will undertake in order to effectively implement the program and outline the staffing requirements that will be necessary for their completion. In addition to a narrative description of staff and their respective roles, proposals should include staff resumes in an appendix.

Please identify the individual(s) and their classification at each partner site with whom paraprofessionals will have direct, ongoing contact and communication.

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Criterion 2: Cohort Groups (30 points)

Education Code section 44393 requires that applicant school district or county office of education's recruitment plan for paraprofessionals to participate in the program must attempt to meet the demand for multiple subject teachers, bilingual teachers, multiple subject credentialed teachers interested in teaching any of grades K-3 inclusive, special education teachers, and/or for any other local need for teachers. NOTE: Each paraprofessional selected to participate who intends to obtain a multiple subject credential in order to teach any of grades K-3 inclusive must have completed at least two years of undergraduate college or university coursework prior to entry into the program.

Please respond to each of the items below in the boxes provided.

A. Number of Participants to be Served. Indicate the number of paraprofessionals seeking multiple subject, single subject, bilingual and education specialist certification.

Number Seeking Multiple Subject Credentials	Number Seeking Single Subject Credentials	Number Seeking Bilingual Credentials	Number Seeking Education Specialist Credentials

B. Estimate of Cohort Groups. A major supportive feature of the Program is the formation of cohort groups. Education Code Section 44393(d)(1) requires the grantee to organize cohorts of school paraprofessionals of no more than 30 and no less than 10, in each cohort. Cohorts must be organized to consist of paraprofessionals having approximately equal academic experience and qualifications as determined by your project management team. The members of each cohort shall attend the same institutions of higher education and progress through the same professional preparation program, when possible. Please complete the following table:

The number of participants who will serve in Multiple Subject Classrooms	
The number of participants teaching secondary subjects by subject (math, English, science, etc.)	
The number of participants who will teach English Learners, or serve in bilingual classrooms and the identified languages	
The number of special education participants in each credential specialty	

C. Recruitment Strategies. Describe the recruitment strategies the program intends to use to recruit program participants.

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- D. Selection.** Describe the selection methods that will be used to select participants, including how a paraprofessional's prior experiences and attitudes toward children and schooling will be used to make decisions about who is admitted into the program.

- E. Academic Experience and Qualifications.** Please describe a timeline for your administrative team to complete an analysis of the academic experience and qualifications for the participants in each cohort. Please attach a separate sheet that includes the names, social security numbers and number of units completed for each potential participant. If participants have not been identified by the time the proposal is submitted, a detailed plan and timeline for recruitment and coursework assessment should be included.

- F. Prior Academic Experience.** The Commission would like to support cohorts of paraprofessionals with varying levels of prior academic achievement (for example, cohorts that have completed 0-60, 60-126, and 126 or higher education units, including having completed a baccalaureate degree.) Please describe the various cohort groups your program expects to serve.

Criterion 3: Collaboration and Articulation With Institution of Higher Education (20 points)

Please respond to each of the items below in the boxes provided.

- A. Collaboration.** Education Code section 44393 requires collaboration which is essential for administration of an effective local program. To be eligible to participate in the Program a LEA (school district or county office of education) must establish a working relationship with a California Community College and/or a California four-year public or private college or university campus through which paraprofessionals will ultimately complete a baccalaureate degree and credential program. Although the grantee will be a LEA, proposals must be developed and implemented through a collaborative process that involves the LEA, a California Community College (when appropriate to the cohort level), and a California four-year public or private institution of higher education. Please identify your program partners.

- B. Articulation Agreements.** The legislation also requires programs to develop written articulation agreements with the participating institutions of higher education. An articulation agreement should be (1) based on the multi-year plan for moving paraprofessionals through a program of study leading to a credential; (2) specific with respect to the linkages between each component of the program; and (3) designed to prevent paraprofessionals from having to repeat coursework in the program.

Articulation agreements must remain in effect at least until the cohort finishes the program. Each member of the collaborative must sign the articulation agreements(s). If the agreement is not in place by the time the proposal is submitted, then the proposal must include a detailed explanation of the status of the required articulation agreement(s). A copy of such agreements should be included in the appendix to the narrative.

1. Provide a brief description of the support that program participants will receive from all partners in the collaborative.

2. Describe any special features of the program such as:
 - a. instruction that is taught collaboratively by district and university personnel;
 - b. procedures that give paraprofessionals credit for prior experiences or instruction taken previously.

3. Describe the timeline and multi-year plan for moving paraprofessionals through a program of study leading to a credential.

4. How can you ensure that paraprofessionals will not have to repeat coursework previously taken and successfully completed and will receive credit for all applicable coursework?

C. Project Management Team. The project should identify a project management team that includes an LEA coordinator, a community college coordinator and academic advisor (when appropriate), and a college/university coordinator and advisor. The project management team will oversee the program and ensure that all necessary support to participating paraprofessionals is provided and required coursework is completed. Proposals should describe the nature of the collaborative effort and outline the specific responsibilities for the LEA(s) and IHE(s). Please describe the makeup of the Project Management Team.

Criterion 4: Support for Participating Paraprofessionals (40 points)

Education Code section 44393 requires that LEAs and IHEs demonstrate their willingness to support paraprofessionals in the Program. Support for paraprofessionals is a critical element of the Program and can be provided through LEA support, college and university support and cohort support. This support may be demonstrated in a variety of ways. Some examples of support are: providing access to coursework at times and/or locations convenient for the participants (e.g., courses offered at school sites, night and weekend courses, etc.), providing economic support through paid release time, providing professional support within the cohort (e.g., designating a district facilitator who is in regular contact with participants), establishing regular cohort meetings that are separate from the academic programs; ensuring timely access to academic advising for participants; establishing flexible hours of employment for participants,

providing special assistance and/or preparation for state mandated examinations and providing ongoing professional development opportunities for participants.

Please answer the following questions in relation to your proposal. Please respond to each of the items below in the boxes provided.

1. Describe the support the LEA plans to provide participants.

2. Describe the support pledged by your partner colleges and universities.

3. Please identify a timeline when participants are expected to meet with their academic advisors and the number of times each school term participants will be required to meet with their academic advisors.

4. Explain how support by the program will be coordinated at the school site.

5. It is important for participants to complete degree and certification coursework in an expeditious manner while in the program. Please identify the number of units paraprofessionals are expected to complete each school term through the program.

6. Please explain how it will be determined that a participant has made adequate yearly progress and that continued financial assistance should be approved for the participant.

Criterion 5: Career Ladders (20 points)

Education Code section 44393(b)(6) requires each district or county office of education wishing to participate in the program to develop a career ladder for paraprofessionals. The career ladder is defined as "a developmentally sequenced series of job descriptions that lead from an entry level school paraprofessional position to an entry level teaching position within the district or county office of education." Applicants should describe in this section of the narrative the design of the local career ladder for school paraprofessionals that specifically addresses the movement from entry level school paraprofessional to entry level teacher with the district or county office of education. To the extent possible and appropriate, the academic program design as well as participant support services should be incorporated into the steps on the career ladder.

A comprehensive career/education ladder program for paraprofessionals might provide a variety of options (e.g., ongoing professional development opportunities for career paraprofessionals). While applicants are required to develop only a teacher training track for this program, the Commission is interested in the other options available to paraprofessionals within the

applicant's LEA. Proposals should describe the broader context for professional career development within the LEA and relate this context to the teacher training career ladder developed in response to this CGP. Competitors should recognize that development and implementation of a career ladder program may require negotiation with employee associations. If a career ladder has not yet been negotiated a grant can be awarded on a contingency basis. Sample career ladder programs are provided for reference in Appendix D.

Please respond to each of the items below in the boxes provided.

1. Please describe the progress of your career ladder and a timeline by which you expect the career ladder to be negotiated with the employee union.

2. Please describe the steps of the career ladder.

Criterion 6: Participation in an Internship Program (20 points)

The typical certification path for paraprofessionals is completion of baccalaureate degree requirements and subject matter, followed by entry into a university or district internship program. Therefore, it is important for participating LEAs to have an Alternative Certification (Intern) program in place so that participants can enter the program and begin their practical teaching experience. Education Code section 44393(b)(8) identifies Intern programs as an important element of the program and states that implementation of paraprofessional programs should involve participation in a district internship program pursuant to Education Code sections 44325, 44326, 44327, 44328, and 44830.3 or a university Intern program pursuant to Article 3 (commencing with Section 44450) of Chapter 3.

Please respond to each of the items below in the boxes provided.

1. Please describe the Intern programs available within your LEA to program participants. If an Intern option is not available through your LEA, please explain how participants will be supported through the student teaching portion of the teacher preparation program.

Criterion 7: Cost-Effectiveness and Budget (30 points)

Cost-effectiveness factors include attention to the most efficient uses of time, fiscal resources, material resources, and the expertise and preparation of those involved in implementing the program. Successful applicants will be expected to contribute to an evaluation of the overall (statewide) effectiveness of this funding measure. The goal of the statewide evaluations is to identify cost-effective, high quality models of paraprofessional career ladder programs.

In addition, successful applicants will be expected to submit an annual re-application describing how the funds have been spent, a description and evaluation of the components of the program, including changes that have been made, and/or lessons learned. It is the intent of the

Commission that the re-application be no longer than ten pages.

Applications should include the following areas in response to this section. Please respond to each of the items below in the boxes provided.

1. Provide examples of how this proposed program plans to use the resources in a cost-effective manner.

2. Provide a description of the other resources available to the program, including private or foundation, local, state, and federal funds (if any), and how they will be used effectively and economically.

3. Programs submitting an application should stipulate their willingness to participate in collection of data electronically (Consent form participation agreement, program re-application) as requested by the Commission.

4. Please describe the in-kind contributions your LEA plans to provide.

Section III

Budget

The documentation of expenditure of State Funds is important. You will be asked to provide a proposed Budget Summary with your application (Appendix C). The program funds are contingent upon the availability of funds in the State Budget Act and successful implementation of the program as determined by the Commission. The form is available on-line in an excel format at <http://www.ctc.ca.gov/educator-prep/para/PTTP-2007-2008-Budget-Form.xls>

Applicants must complete the line item Budget Summary identified as the Proposed Budget for 2007-2008 (Appendix C), including appropriate explanations and justifications for each line item. A budget narrative must also be submitted for the proposed program. For each line on the budget form, please describe how the applicant plans to use the requested funds. Expenditures by programs receiving Program funds may be subject to review and audit (see the Special Terms and Conditions in Appendix C).

Although there is no match required in law, in-kind contributions are encouraged. In-kind contributions could come from school, district or county level, university, or funds obtained by other categorical programs, and could pay for program features such as teacher release time, tuition expenses, workshop materials, trainers' fees, or administrative time. Proposals with significant in-kind contributions and/or matching funds will be more competitive than those without. In-kind contributions and matching funds should also be detailed on the enclosed budget forms.

The total amount of the indirect costs for the grant proposal taken from the grant funds may not exceed the state-approved indirect cost rate published annually by the California Department of Education for LEAs. If a LEA contracts for services, an indirect charge cannot be added that exceeds the state-approved rate. Grants received under the Program must supplement and not supplant funds that would otherwise be used on a career ladder program for paraprofessionals.

Section IV

Funding Procedures

The Commission is interested in encouraging applications from LEAs throughout the state. This grant is part of the State of California's effort to provide credentialed teachers for every student in California and multiple routes into the teaching profession. Funding is for participants during the 2007-2008 school year. In the event funding is not expended within the specified fiscal year, funds must be returned to the Commission.

Applicants who wish to compete for paraprofessional funding must submit an original and three copies of their proposal to the Commission. **Applications must reach the Commission office by Noon on May 15, 2007.** An application must include the following:

- Lead Sponsor's Cover Page; (Appendix B);
- a Co-Sponsor Sheet for each participating agency or organization, in alphabetical order, (Appendix B);
- Section II with your responses; and
- a Proposed Budget Summary.

The Commission will convene a panel of reviewers as identified in Education Code Section 44393(b) to read the proposals using the rating scale identified in Section I "Selection Criteria." In addition to rating the application, reviewers will develop sets of questions to clarify outstanding issues or to ask for more information. Questions will be sent by FAX and, if necessary, telephone calls will be made to the contact person listed on the Lead Sponsor Cover Page. These questions will be faxed and telephone calls made the week of May 15, 2007. Based on the reviewer ranking of the applications and the applicant's responses to the questions posed by reviewers, the panel will recommend those programs that should receive a Program grant. The timeline for review of applications is found in Section V.

The Commission will send each successful applicant an award letter, with a Grant Award Agreement and Certification of Acceptance (GAC) Form. Three original GACs must be returned, correcting any program information that is incorrect, and signed by both the program manager and the fiscal agent along with a proposed budget, based on the funding allocated. The proposed budget as well as the final budget that will be presented at the end of the year must be signed by both the fiscal agent and the program director. Money will not be sent until three copies of **the original completed GAC and proposed 2007-2008 Budget Summary Form has been received by the Commission.** First payments will be made for fifty (50) percent of the projected grant. Grants are then adjusted to reflect the number of consent forms completed, and the final payment is made.

Once the applicant is funded, the conditions for continued funding include the availability of money in the state budget for this purpose, and that grant conditions and the Commission standards of quality are met by the program. Programs are required to annually present a Re-application for continued funding and Budget for Commission approval prior to continued funding.

Section V

Timeline

Target dates for each stage of the grant funding procedure follow.

April 3, 2007	Issue CGP
May 15, 2007 (Noon)	Funding Applications Due To The Commission.
May 16-17, 2007	Evaluation Of Funding Applications.
May 21 - 25, 2007	Response to Evaluators' Questions.
June 27-28, 2007	Level Of \$100,000 Or More Considered By The Commission.
June 29, 2007	Grant Awards Announced By Executive Director And Grant Acceptance Letter And Supporting Documentation Will Be Sent To Program Directors Of Successful Applicants For Signature.
May 4, 2007	Grant Acceptance Form And 2007-2008 Proposed Budget Summary Form Due To The Commission.

Technical Support For Writing An Application

Applicants may also seek assistance from the Commission, please contact Marilyn Fairgood, Professional Services Division, at mfairgood@ctc.ca.gov or (916) 445-3223.

Paraprofessional Grant Schedule

When an application is approved for funding, a Paraprofessional Grant Schedule for 2007-2008 will be provided. This schedule outlines the important dates of the year, such as when reports are due and activities are scheduled. Please note that there will be one planning meeting for Paraprofessional Program Directors and Coordinators. Funding for this meeting should be allocated within the proposed grant budget. The meeting will be held in Sacramento. The date for the meeting is still to be determined. A meeting date will be announced as soon as it is officially scheduled.

Appendix A

CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM

EDUCATION CODE

Education Code Sections 44390 – 44393

EDUCATION CODE

SECTION 44390-44393

44390. The Legislature hereby finds and declares that over the next five years, as many as 50 % of the classroom teachers in many urban school districts with large percentages of minority pupils will be eligible for retirement. The Legislature further finds and declares that in many school districts there are a number of classified employees, particularly minority group members, who are enrolled in, who have been enrolled in, or who would be interested in enrolling in, a teacher training program leading to a teaching credential if they were provided assistance in applying for admission and financial aid for that purpose.

The Legislature also finds and declares that educational paraprofessionals who serve pupils in the public schools provide valuable instructional services to public school pupils. A program to enhance instructional competencies and to prepare school paraprofessionals to become teachers would result in improved services in terms of their role in the instructional program in the classroom.

44391. This article shall be known and may be cited as the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997.

44392. For the purposes of this article, unless the context clearly requires otherwise, the following terms shall have the following meanings:

(a) "Institutions of higher education" means the California Community Colleges, the California State University, the University of California, and private institutions of higher education that offer an accredited teacher training program.

(b) "Program" means the California School Paraprofessional Teacher Training Program established pursuant to Section 44393.

(c) "Teaching paraprofessional" means the following job classifications: educational aide, special education aide, special education assistant, teacher associate, teacher assistant, teacher aide, pupil service aide, library aide, child development aide, child development assistant, and physical education aide.

(d) "Teacher training program" means any undergraduate or graduate program of instruction conducted by a campus of an institution of higher education that includes a developmentally sequenced career ladder to provide instruction, coursework, and clearly defined tasks for each level of the ladder, and that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

44393. (a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.

(b) The Commission on Teacher Credentialing, in consultation with the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, the chancellors of private institutions of higher education that offer accredited teacher training programs, and representatives of certificated and classified

employee organizations, shall select 24 or more school districts or county offices of education representing rural, urban, and suburban areas that apply to participate in the program. The commission shall ensure that, at a minimum, a total of 600 school paraprofessionals are recruited from among the 24 or more participating school districts or county offices of education. The criteria adopted by the commission for the selection of school districts or county offices of education to participate in the program shall include all of the following:

(1) The extent to which the applicant school district or county office of education demonstrates the capacity and willingness to accommodate the participation of school paraprofessionals of the school in teacher training programs conducted at institutions of higher education.

(2) The extent to which the applicant's plan for the implementation of its recruitment program involves the active participation of one or more local campuses of the participating institutions of higher education in the development of coursework and teaching programs for participating school paraprofessionals. Each selected school district or county office of education shall be required to enter into a written articulation agreement with the participating campuses of the institutions of higher education.

(3) The extent to which the applicant's plan for recruitment attempts to meet the demand for bilingual cross cultural teachers.

(4) The extent to which the applicant's plan for recruitment attempts to meet the demand for multiple subject credentialed teachers interested in teaching kindergarten or any of grades 1 to 3, inclusive. For purposes of this paragraph, each paraprofessional selected to participate shall have completed at least two years of undergraduate college or university coursework and shall have demonstrated an interest in obtaining a multiple subject teaching credential for teaching kindergarten or any of grades 1 to 3, inclusive.

(5) The extent to which the applicant's plan for recruitment attempts to meet the demand for special education teachers.

(6) The extent to which the applicant's plan for recruitment includes a developmentally sequenced series of job descriptions that lead from an entry-level school paraprofessional position to an entry-level teaching position in that school district or county office of education.

(7) The extent to which the applicant's plan for recruitment attempts to meet its own specific teacher needs.

(8) The extent to which the applicant's plan for implementation of its recruitment program involves participation in a district internship program pursuant to Sections 44325, 44326, 44327, 44328, and 44830.3 or a university internship program pursuant to Article 3 (commencing with Section 44450) of Chapter 3.

(c) Each selected school district or county office of education shall provide information and assistance to each school paraprofessional it recruits under the program regarding admission to a teacher training program.

(d) (1) The school district or county office of education shall recruit and organize groups, or "cohorts," of school paraprofessionals, of no more than 30, and no less than 10, paraprofessionals in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the school district or county office of education. To the extent possible, the members of each cohort shall proceed through the same subject matter and credential programs. The members of each cohort shall enroll in the same campus, and shall be provided by the school district or county office of education with appropriate support and information throughout the course of their studies.

(2) Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will accomplish all of the following:
(A) Graduate from an institution of higher education under the program with a bachelor's degree.

(B) Complete all of the requirements for and obtain a multiple subject, single subject, or education specialist teaching credential.

(C) Complete one school year of classroom instruction in the district or county office of education for each year that he or she received assistance for books, fees and tuition while attending an institution of higher education under the program.

(3) To the extent that any participant does not fulfill his or her obligations, as set forth in paragraph (2), the participant shall be required to repay the assistance. If a participant is laid off, the participant may not be required to repay the assistance until the participant is offered reemployment and has an opportunity to fulfill his or her obligations under this section.

(e) The commission shall contract with an independent evaluator with a proven record of experience in assessing career-advancement programs or teacher training programs to determine the success of the recruitment programs established pursuant to subdivision (b). The evaluation shall be made on an annual basis and shall include, but not be limited to, all of the following:

(1) The total cost per person participating in the program who successfully obtains a teaching credential, based upon all state, local, federal, and other sources of funding.

(2) The economic status of persons participating in the pilot program.

(3) A description of financial and other resources made available to each recruitment program by participating school districts or county offices of education, institutions of higher education, and other participating organizations.

(4) The extent to which pupil performance on standardized achievement tests has improved in classes taught by teachers who have successfully completed the program, in comparison to classes taught by other teachers who have equivalent teaching experience.

(5) The extent to which pupil dropout rates and other measures of delinquency have improved in classes taught by teachers who have successfully completed the program.

(6) The extent to which teachers who have successfully completed the program remain in the communities in which they reside and in which they teach.

(7) The attrition rate of teachers who have successfully completed the program.

(f) Each selected school district or county office of education shall report to the commission regarding the progress of each cohort of school paraprofessionals, and other information regarding its recruitment program as the commission may direct.

(g) No later than January 1 of each year, the commission shall report to the Legislature regarding the status of the pilot program, including, but not limited to, the number of school paraprofessionals recruited, the academic progress of the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the program meets the demand for bilingual and special education teachers, the degree to which the program or similar programs can meet that demand if properly funded and executed, and other effects upon the operation of the public schools.

(h) It is the intent of the Legislature that each fiscal year, funding for the California School Paraprofessional Teacher Training Program be allocated to the Commission on Teacher Credentialing for grants to school districts pursuant to this section. In no case shall grants to any school district exceed the equivalent of three thousand dollars (\$3,500) annually per

paraprofessional in the program. Funding for grants to school districts pursuant to this subdivision, shall be contingent upon an appropriation in the annual Budget Act.

Appendix B

CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM

Lead Sponsor Cover Page

Co-Sponsor Cover Page

**Paraprofessional Teacher Training Program
LEAD SPONSOR COVER PAGE**

FY 2007-2008

Each application should include one copy of this cover page for the organization that is leading the effort. This copy should precede any other pages.

TO BE COMPLETED BY THE LEAD SPONSORING ORGANIZATION:

Name of Lead Sponsoring

Organization:

Mailing Address:

Project Director/Contact Person:

Telephone:

FAX:

**Total Participant Count For 2007-
2008:**

**Counties Represented In The
Proposed Program:**

Authorized Participation Has Been Approved By:

Name of Approving Official:

Position:

Agency or Institution:

Signature:

Date:

TO BE COMPLETED BY THE FISCAL AGENT

**Local Education Agency (LEA) That
Will Serve as Fiscal Agent for
Funding Proposal:**

**Name of Fiscal Officer:
Agency (District or COE):
Mailing Address:**

Telephone:

FAX:

Email Address:

I certify that I am the duly appointed representative of the above named Agency and will report expenditures as defined in the Special Terms and Conditions of the grant.

Signature of Fiscal Agent:

Date:

**Paraprofessional Teacher Training Program
CO-SPONSOR COVER PAGE**

FY 2007-2008

Name of Co-Sponsor:

Please include a separate cover page for each organization that is co-sponsoring the effort. In addition, please arrange pages alphabetically by organization and insert page numbers, as appropriate. Answer all questions that apply.

TO BE COMPLETED BY THE LEAD SPONSORING ORGANIZATION

Name of Lead Sponsoring

Organization:

Project Director/Contact Person:

Telephone:

FAX:

Email Address:

Signature of Project Director:

Date:

TO BE COMPLETED BY CO-SPONSORS DISTRICTS

Name of Co-Sponsor

Organization:

Mailing Address:

City, State, Zip:

Contact Person:

Telephone:

FAX:

Email Address:

**Total Participant Count For 2007-
2008**

Co-Sponsor Authorized Participation Has Been Approved By:

Name of Approving Official:

Position/Title:

Signature:

Date:

Appendix C

CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM

PROGRAM DOCUMENTS

Budget Summary Form

Special Terms and Conditions

Participant Commitment and Agreement Form

**Paraprofessional Teacher Training Program
BUDGET SUMMARY**

FY 2007-2008

☐ Proposed Budget

☐ Final Budget

Name of Program/Applicant:				
Number of Participants:		Total Grant (#of participants x \$3,500):		
Account Number (Objects of Expenditure)	Classification	Grant Expenditures for 2007-08		In -Kind 2007-08
		To Date	Projected through 6/30/08	
	Administrative Personnel Salaries (Please Identify FTE)			
1.1	Director			
1.1.a	Coordinator			
1.1.b	Clerical			
1.1.c	Other (Please Specify)			
	Paraprofessionals			
2.1	Institutional Fees			
2.1.a	Community College			
2.1.b	California State University			
2.2	Books (Identify allotment Per Participant)			
2.2.a	Community College			
2.2.b	California State University			
2.3	Release Time			
2.4	Other (Please Specify)			
	Supplies			
3.1	Consumable Supplies			
3.2	Instructional materials			
	Operating Expenses			
4.1	Space Costs, Etc., (Please Describe)			
	Other			
5.1	Other (Please Specify)			
6	Indirect Costs (Indicate district Rate ____% (as reported on the J-380 Program Cost Allocation Form))			
	TOTAL EXPENDITURES			
<i>Certification: I certify that I am the duly appointed representative of the above named agency and that, to the best of my knowledge, the above report is correct and expenditures are in accordance with the laws of the State of California.</i>				
Program Authorization:		Fiscal Authorization		
Print Name of Program Director Daytime Phone		Print Name of Fiscal Officer Daytime Phone		
Signature of Program Director Date		Signature of Fiscal Officer Date		

**PARAPROFESSIONAL TEACHER TRAINING PROGRAM
Special Terms and Conditions
2007-2008**

The Grantee agrees to these Special Terms and Conditions established by the California Commission on Teacher Credentialing (Commission):

1. The Grantee must meet its stated objectives as indicated in the proposal and budget as approved by the Commission. The Commission staff shall monitor evidence of progress in accordance with the funded proposals.
2. Project funds are for the amount indicated under the "Award Information" listed on the Grant Award Agreement and Certification of Acceptance Form. All expenditures must be related to the activities in the approved proposal and budget. Any variation in budget categories that exceeds 10% of what was submitted in the proposed budget requires prior approval from the Commission.
3. Encumbrances against the grant award may be made after the beginning date of the grant, July 1, 2007. All approved funds for this grant must be legally obligated or expended by June 30, 2008. All funds not legally obligated or expended by June 30, 2008 must be returned to the Commission at the address below no later than September 30, 2008.
4. If a participant must exit the program and fails to earn a full teaching credential and/or fails to meet any aspect of the commitment and agreement pledged by the participant in the Participant Commitment and Agreement Form, the participant must reimburse the grant as required in Education Code Section 44393(d)(3). All funds recovered by the Grantee shall be returned to the Commission and shall include the name of the participant, fiscal year funds are being recovered, and the Grant number. Funds are due no later than September 30, 2008 and must be mailed to:
Commission on Teacher Credentialing
Professional Services Division
Attn: Marilyn Fairgood, Program Director
1900 Capitol Avenue
Sacramento, CA 95814-4213
5. The Grantee agrees to submit reports and other data as required by the Commission. Expenditure reports will be used to account for and monitor funds expended within the program. A final expenditure report must be submitted as soon as all grant funds have been expended, but is due no later than September 30, 2008 to:
Commission on Teacher Credentialing
Professional Services Division
Attn: Marilyn Fairgood, Program Director
1900 Capitol Avenue
Sacramento, CA 95814-4213

6. Expenditures shall comply with all applicable provisions of federal, state and local rules, regulations, and policies relating to the administration, use, and accounting for public school funds, including but not limited to, the Education Code of the State of California.
7. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.), Nondiscrimination Compliance statement (Government Code Section 12990 (a-f) and CCR, Title 2, Section 8103, Sweatfree Code of Conduct, and the Domestic Partner (Public Contract Code Section 10295.3).
8. The Grantee agrees to be subject to examination and audit by the State Auditor General for a period of three years after final payment under this agreement or until audited by the State, whichever occurs first, and all records shall be available for inspection or audit upon reasonable notice by the State Auditor General. Grantee shall furnish detailed itemization of, and retain all records relating to, direct expenses paid to Grantee hereunder and which are incurred during the performance of this grant agreement. Such records shall be maintained for a period of three years after final payment of this agreement or until audited by the State, whichever occurs first, and shall be available for inspection or audit upon reasonable notice by the State Auditor General.
9. The Grantee must sign three originals of the Grant Award Agreement and Certification of Acceptance and return to the Commission prior to issuance of the first allocation. State processing time is about four to six weeks. Send the signed agreement to:
Commission on Teacher Credentialing
Professional Services Division
Attn: Marilyn Fairgood
1900 Capitol Avenue
Sacramento, CA 95814-4213
10. Funds will be released in two (2) allocations:
 - A. A first allocation equal to fifty (50) percent of the total grant allocation based on projected enrollment or program costs for the period of July 1, 2007 through June 30, 2008.
 - B. A final allocation of the balance of the grant allocation after verification of enrollment participation through program consent forms submitted no later than December 1, 2007. The balance of the grant allocation may be subject to revision based upon verification of enrollment participation and availability of funds.
11. The Grantee may charge an indirect cost rate not to exceed the state-approved indirect cost rate published by the California Department of Education for Local Education Agencies for the 2007-2008 fiscal year.

12. Should the Grantee choose to terminate its participation in the program, a thirty (30)-day written notice is required. Final program and expenditure reports are due thirty (30) days after the program cessation. The Grantee agrees to return all unexpended funds upon receipt of the final expenditure report.
13. In the event of a dispute, the Grantee shall file a "Notice of Dispute" within twenty (20) days of discovery of the problem. Within ten (10) days, staff shall meet with the Grantee for the purposes of resolving the dispute. The decision of the Commission's Executive Director shall be final.
14. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the State shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.
15. The Grantee possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
16. Budget Contingency Clause
 - A. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, the State shall have no liability to pay any funds to the Grantee, furnish any other considerations under this Agreement, and the Grantee shall not be obligated to perform any provisions of this Agreement.
 - B. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State, or offer an agreement amendment to the Grantee to reflect the changes.

COMMISSION ON TEACHER CREDENTIALING**Professional Services Division**

1900 Capitol Avenue
Sacramento, California 95814-4213
(916) 445-3223
FAX (916) 323-4508

**CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM****PARTICIPANT COMMITMENT AND AGREEMENT****2007-2008**

This Agreement is entered into between the _____ School District (____), County Office of Education (____), Consortium (____) (herein after referred to as "The District"), and _____ (you, the employee), for the purpose of clearly defining both the District's and the participant's responsibilities in relation to his/her voluntary participation in the District's Paraprofessional Teacher Training Program.

The participant agrees to act in good faith in all aspects of this Agreement and must do all of the following:

1. Identify his/her certification goal in their annual commitment.
2. Obtain a Certificate of Clearance within the first year of participation in the program.
3. Inform program director, coordinator or facilitator of any change in employment schedules or status and provide a rationale for the changes.
4. Submit an individual education plan that identifies the course of study he/she must complete for either a degree or teaching credential.
5. Submit a college or university schedule at the beginning of each quarter/semester and final grades at the end of each grading period. Financial assistance will be denied for participants who fail to submit schedules or final grades as required. Continued failure to submit schedules and final grades will result in removal from the program and the participant shall be required to reimburse the amount of financial assistance he/she has received through the program to date.
6. Meet all college/university requirements in a timely manner.
7. With the support of university advisers, take required courses leading to the appropriate degree or credential.
8. Take a course of study and maintain a grade point average that will enable the participant to enter an appropriate teacher education program. If the participant's GPA drops below

the college's required levels for two (2) consecutive grading periods, or for two (2) out of four (4) consecutive grading periods, the District shall drop the participant from the program and the participant shall be required to reimburse the amount of financial assistance he/she has received through the program to date.

9. Work toward and obtain a preliminary or professional clear Multiple Subject, Single Subject, or a Level I Education Specialist credential while in the program. Services Credentials, (i.e., Administrative Services, Pupil Personnel Services, Clinical Rehabilitative Services), Designated Subject Credentials and Child Development Permits shall not be earned using program funds.
10. Participate in regular cohort meetings, staff development and in-service activities offered by the program unless the participant is excused by District program administrators. Failure to attend cohort meetings and staff development and/or professional development activities will result in removal from the program and the participant shall be required to reimburse the amount of financial assistance he/she received through the program to date.
11. After earning a bachelor's degree and teaching credential, the participant agrees to teach in the District for the following number of years: (hereafter referred to as "Support Years"):

College Year You Enter Program	Years You Must Teach
Freshman Year	5 or more, depending on the length of time it takes to earn a credential
Sophomore Year	4
Junior Year	3
Senior Year	2
Post-graduate/Intern	1-2, depending on the length of time it takes to earn a credential

During all of the support years, the District may place the participant in any school, subject, grade, or program for which the participant is properly credentialed.

12. Pay for any and all incidental, excess and extra expenses which the participant incurs by participating in this program which exceed or are not covered by the District's financial obligations as outlined in the project's approved budget.
13. To reimburse the District for any and all expenses incurred on the participant's behalf by the District while in the program if any of the following events occur:
 - A. The participant voluntarily leaves the program for any reason.
 - B. The participant involuntarily leaves the program for any reason. Reimbursement may be delayed as described in Education Code Section 44393(d)(3) for those participants who are released from employment due to a reduction in personnel.
 - C. The participant does not earn a credential within the timeline identified by the local program and agreed to by the Commission.
 - D. The participant does not accept a teaching contract if offered by the District upon completion of the program. If positions are not available upon graduation, the

participant may be released to serve in another public school district. The participant must complete an annual online graduate form so that the Commission can monitor the certificated service provided by the individual and to confirm that the certificated service requirement has been fulfilled.

- E. The participant does not work the required number of years for the District, or any other public school district, after completion of his/her credential requirements.
 - F. The participant drops out of any class for which the District has already paid the registration fees. If this situation occurs, these costs will be deducted from the next scheduled financial assistance payment, or the participant may be required to directly reimburse the District prior to participating further in the program.
14. Begin reimbursement within three (3) months after the participant leaves the program. A repayment schedule may be negotiated with the District as to time, amount, frequency, etc. The participant agrees that unless otherwise agreed to in writing, the amount owed the District under this section shall become immediately due and payable upon termination of the participant's employment with the District. If the participant earns the credential and returns to the District to fulfill the instructional service requirement as identified in item 10, the participant's financial obligation to the program will be considered satisfied.

Certification of Acceptance of Terms of the Agreement

I have read the California Commission on Teacher Credentialing commitment and agreement for participation in the California School Paraprofessional Teacher Training Program for fiscal year 2007-2008 and agree to comply with all terms included in the agreement.

Signature of Program Director/Coordinator

Date

Signature of Participant

Date

Appendix D

CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM

Sample Career Ladders

Sample Career Ladders

The Los Angeles Unified School District Paraeducator Career Ladder

By Steve Brandick, Director, LAUSD Paraeducator Career Ladder

(Published in the NRCP Newsletter, National Resource Center for Paraprofessionals, Utah State University, Logan, Utah, 2000. Reprinted by permission.)

In September 1994, the LAUSD Paraeducator Career Ladder was established as a joint project of the district and the Service Employees International Union, Local 99 in which there were pursuing careers as teachers and to guide them short fields. The program was designed on the California School Paraprofessionals Teacher Training Program model, but the LAUSD program went much further.

There are 13 California School Paraprofessional Teacher Training Programs throughout the state. However, LAUSD is the only program that has made an effort to become a model that is institutionalized and fully supported by the district. The LAUSD Career Ladder is open to all district paraeducators, not just the small group funded by the state. The Board of Education provided funds for development and initial implementation on a year-to-year basis from July 1995 and then established the program as part of the general fund budget in July 1996. The Career Ladder is now a unit within the Personnel Division and is an integral part of the district's recruitment strategy. It receives approximately \$1 million annually; from district funds that support over 4000 participants. It also receives approximately \$140,000 from the state in the form of a grant for a California School Paraprofessional Teacher Training Program that supports forty-five participants.

The Career Ladder also acts as a clearinghouse helping to disseminate information about other efforts to develop teachers. Currently, it is working with programs such as the USC Latino Teacher Project, CSULA Apprentice Teacher Program, CSULA Special Education Intern Program, CSUN Project COMETS (also a special education credential program), PACE at various community colleges, and Project Teach at East Los Angeles Colleges.

Career Ladder participants are placed on one of five levels based on education completed towards a teaching credential and demonstrated proficiency in a series of teaching-related performance areas. Progress towards a teaching credential is monitored through ongoing analysis of transcripts. Proficiency in performance areas is assessed through observation by the supervising teacher.

As participants increase their level of proficiency and progress towards a work for the district for a minimum of two years if offered a position. In return, participants are provided with

educational advisement, support groups, mentoring, test preparation seminars, hiring assistance, and partial tuition reimbursement.

Results of the Career Ladder have been impressive. Since July 1995, over 800 program participants have been hired as teachers.

These new teachers are 85% people of color and 65 bilingual. 12% have gone into special education. Reports from the field indicate that they are generally having success and come to the profession with skills that few other new teachers possess. In addition, 97% of Career Ladder participants hired as teachers since July 1995 are still teaching for the district. By bringing together the needs of schools and the aspirations of a vital group of employees, the education of students has been improved.

During the first half of the 1998-1999 school year, resources have been focused upon improving program components to maximize the number of participants that become district teachers.

The following describes the current status of the program.

OUTSTANDING TEACHER CANDIDATES

These OTC's are Career Ladder participants who are nominated by their schools to receive a \$3000 annual stipend. OTC's must maintain a minimum 2.75 GPA and complete nine semester units each semester or eight quarter units each quarter. There are 58 active recipients, and 138 former recipients who are now teachers. Application is currently open for new recipients.

IMPLEMENTATION OF APPRENTICE TEACHER PROGRAM

This program is an alternative route to teacher certification for LAUSD Paraeducator Career Ladder participants pursuing teaching careers in elementary education. It was developed by the Career Ladder Office in collaboration with the California State University, Los Angeles Charter School of Education. In two years, participants complete requirements for a Bachelor of Arts degree with a major in Child Development and a preliminary multiple subjects credential at CSULA. This is done by integrating upper division requirements with credential course work and by weaving structured paraeducator classroom experiences into the course work. The first cohort of 31 participants began with the Winter 1999 quarter. Applications for the second cohort are currently being accepted. This cohort began in Fall 1999.

PILOT PROGRAMS IN DEVELOPMENT

The Career Ladder Office is currently developing three new programs: 1) a collaboration with CSUDH to implement a blended program that integrates undergraduate requirements with credential requirements for paraeducators, 2) a collaboration with the Multicultural Alliance and Americorps to extend support to Career Ladder participants working on credentials as emergency permit teachers, and 3) a collaboration with USC to provide stipends to encourage participants to complete traditional teacher training programs.

EXPANDED TEST PREPARATION PROGRAM

The Career Ladder has added Math Praxis to its array of test preparation services offered to Career Ladder participants, other district employees, and LAUSD teacher candidates.

This year there will be four CBEST seminars, five MSAT seminars and one Math Praxis seminar.

Evaluation of the effectiveness of test preparation seminars has proved challenging because results are confidential and the testing companies have refused to send results of seminar participants directly to LAUSD. The Career Ladder Office has begun a campaign to obtain the results directly from seminar participants. A complete evaluation of the program will be conducted in June 1999.

NEW TEACHERS

From July 1, 1998 through October 30, 1998, 262 participants became K-12 teachers, 62% became elementary teachers and 24% entered the field of special education. The ethnic diversity of these teachers continues to reflect the diversity of the LAUSD student population.

Currently, the LAUSD State-funded Paraprofessional Teacher Training Program supports 640 participants and the State of California awards more than \$1 million in support of the paraprofessional participants. For additional information please contact Steve Brandick, Director LAUSD Paraeducator Career Ladder at:

LA Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

steven.brandick@lausd.net

Examples of Steps for A Paraprofessional Career Ladder

(Prepared by the National Resource Center for Paraprofessionals, City Univeristy of New York, 1990. Reprinted by permission.)

Level I

Duties for Level I paraprofessionals may include:

- Bus duty (e.g. assisting the driver and students with adaptive equipment and monitoring the physical welfare of students)
- Escorting students from the classroom to resource rooms and other programs
- Supervising the playground and lunchroom
- Operating audio-visual and office equipment
- Recording attendance, maintaining records and other clerical tasks
- Assisting students with personal and hygienic care
- Preparing training materials and maintaining supplies
- Setting up and maintaining classroom equipment and learning centers
- Reinforcing lessons initiated by the teacher

Level II

Duties for Level II instructional paraprofessionals may include:

- Tutoring individual students using instructional objectives and lessons developed by the teacher
- Assisting with supplementary work for students and supervising independent study
- Providing assistance with individualized program materials
- Administering informal assessment instruments (spelling tests, etc), scoring objective tests and written papers, and keeping appropriate records for teachers
- Assisting the teacher by observing, recording, and charting behavior
- implementing behavioral management strategies - using the same emphasis and techniques as the teacher
- Assisting the teacher with crisis problems and discipline
- Assisting with the preparation of materials for use in specific instructional programs
- Attending IEP meetings at the request of the teacher or administrative personnel

Level III (Job Coach)

Duties for Level III paraprofessionals may include:

- Consulting with teachers or vocational specialists and assisting with the design of individualized transitional and supportive employment programs
- Supervising students in off-campus vocational and transitional programs
- Assisting students to learn good work habits
- Developing instructional strategies (under the supervision of a professional practitioner) to teach the student to perform a job as specified by an employer
- Familiarizing the employer and co-workers with the special needs of the student
- Recording and sharing information about student performance and progress with supervisory personnel
- Maintaining records about student attendance and other information required by the district or employer
- Preparing students to live and work independently in the community by preparing them to use public transportation, shop, cook and perform other domestic tasks, and participate in recreational activities

or

Level III (Early Childhood Assistant Teacher)

- Consulting with certified teachers and assisting with the design of individualized programs geared to the needs of young children and toddlers
- Collecting and charting data and assisting the teacher in other functional assessment activities to determine a child's development level
- Selecting and using appropriate prompting, modeling and cueing techniques
- Organizing and scheduling classroom activities and maintaining a safe environment
- Conferring with parents under the direction of the teacher

The Clovis Unified School District Paraprofessional Career Ladder

The following career ladder example was included with the 1999 program proposal submitted by the Clovis and Fresno Unified School Districts. Reprinted by permission.

The Clovis Unified School District Paraprofessional Career Ladder

The following career ladder example was included with the 1999 program proposal submitted by the Clovis and Fresno Unified School Districts. Reprinted by permission.

Clovis Unified School District Paraprofessional Career Ladder

Level	Job Title	Duties Responsibilities	Training & Experience	Development Services	Salary	Incre- ments
1	Campus Monitor 1 Campus Monitor 2 Recreation/ Lunchroom Assistant	Supervise lunchrooms, playgrounds, non- academic activities.	Knowledge of health & safety regulations. General needs & behavior of children.	District's Paraprofessional Academy Community College	Classified 15-20	per 10 units
2	Instructional Assistant -General -Clerical -Bilingual -Special Education -Specialist	Assist teachers with routine tasks. Prepare materials under teachers direction. Assist students under teachers direction.	H.S. or Equivalent Experience with youth in organized setting Desirable: Specialized training in Education 0-120 college units	District's Paraprofessional Academy Community College	Classified 23-27	per 10 units
3	Instructional Assistant II	Work directly with students Assist with individual education plans for students. Organize small group activities. Assist with lesson planning.	BA or BS or AA with Paraprofessional Certification and Enrolled in teacher credential program	Teacher Training Cohorts Mentors Paraprofessional Academy CSU, Fresno	Classified 28	per 10 units
4	Teacher Intern or Substitute	Serve as classroom instructor, plan, implement, lessons plans, confer with	B.A. degree 120 units meet Internship/credential requirements	University Internship Program Paraprofessional	Certificated Step 1	per years of experience and units

parents.

Development

PARAPROFESSIONAL CAREER LADDER MATRIX

Orange County Department of Education

The following career ladder example is currently being used by one of the consortium districts in the Orange County Department of Education Program. Reprinted by permission.

Factors taken into consideration for placement and movement on the Paraprofessional Career Ladder are described in the Career Ladder Matrix. Educational benchmarks leading to a teaching credential are monitored through ongoing transcript analysis.

LEVELS

REQUIREMENTS TO BE MET

Entry

Completion of probation
Paraprofessional
GPA of 2.5 or better for all college or university courses already taken
Application

1

Acceptance into OCDE Paraprofessional Teacher Training Program
Currently enrolled in a college or university with a GPA of 2.75 or better
Able to complete at least six (6) units per semester

2

Completion of 60 units in education-related field
Currently enrolled in a college or university with a GPA of 2.75 or better
Able to complete at least six (6) units per semester

3

Completion of Bachelor's degree in education-related field
Currently enrolled in a college or university with a GPA of 2.75 or better
Able to complete at least six (6) units per semester

Orange County Department of Education Paraprofessional Career Ladder Plan

Eligible Employees

Paraprofessionals for the purpose of the program are those that are typically identified as assistants in a classroom.

Compensation/Incentives

- 1) Paraprofessionals participating in the Paraprofessional Career Ladder Plan are eligible for compensation as noted:

Semester Units	Level	Increment
0-29	Entry	N/A
30-59	1	2.5%
60-89	2	2.5%
90 or more	3	3

Please note units must be applicable to a Bachelor's Degree leading to a valid California Teaching Credential as evaluated against standard criteria used by institutes of higher learning. Stipends will be discontinued during any break from the program. Stipends are effective the first of the month following completion of the first semester in the paraprofessional program. Participants enter the program in either the fall or spring semester, therefore the stipends are effective either February 1 (if enter program in the fall) or August 1 (if enter program in the spring).

Stipend Procedures

In order to receive the initial stipend, official transcripts including the first semester as a participant in the PTPP, must be submitted to Human Resources.

It is up to the participants to keep track of their units and submit official transcripts to Human Resources to be evaluated as they progress from one level to another.

- 2) Vertical movement from one level to another level on the Paraprofessional stipend schedule shall be based upon successful completion of lower division, upper division, or graduate units from a participating university or college as identified by the Department.
- 3) Paraprofessionals participating in the program will not be prohibited from exercising their legal and contractual rights including professional growth program incentives.
- 4) Paraprofessionals participating in the program are not eligible for the tuition reimbursement
Program as outlined in the collective bargaining agreement, article 14.3.
- 5) Paraprofessional may request a Personal Leave of Absence to complete requirements for a bachelor's degree, teacher certification, and student teaching. After the leave of absence, the paraprofessional shall be reinstated to the same job, as held prior to the leave, if possible. If the same job is not available, the paraprofessional shall be reinstated to the same Principal Administrative Region or Unit. If the same PAR or PAU is not available, the paraprofessional shall at least be entitled to return to the division worked in prior to the leave.

- 6) Paraprofessionals who acquire teacher certification may decline two job offers for any reason. The third offer must be accepted *unless* the school where the position is located is more than 15 miles from current work site. The fourth offer must be accepted or the paraprofessional will face the legal requirements to pay the program for expenditures in their behalf. Regardless of number of offers that have been made, any offer after a year of acquiring teacher certification must be accepted.

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